LESSON PROCEDURE

Introduction: Review the prior lesson and introduce today's lesson on Internet safety.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the prior lesson.	In our last health lesson, we viewed the first half of the video, "Think Before You Click." Raise your hand if you can remember one of the six rules mentioned in the video. Call on a few students asking them to name the different rules.	The first six rules are listed on the student handout, "Think Before You Click: Rules for Using the Internet."
Introduce today's lesson.	We will view the rest of the video in today's lesson. It will offer advice on how to respond to online threats and predators. Some cautions regarding the use of web cams will also be presented.	

Teacher Input: Introduce and show the second half of the video. Review the rules for Internet safety. Discuss how to respond to online threats. Review information about online predators.

Approximately 23 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Introduce and show the second half of the video, Think Before You Click: Playing it Safe Online.	An additional six rules will be suggested during the second half of the video bringing the total number of Internet safety rules to twelve. Pay attention to the rules and suggestions made by the young people. We will discuss what you learned at the end of the video. Show the remaining 13 minutes of the video.	Popular social networking sites change over time. This video refers to MySpace. To be sure students understand the message of the video, explain to students that MySpace is a social networking site similar to (name the current commonly used site(s).
Distribute both of the student handouts, "Think Before You Click."	Distribute the student handouts, "Think Before You Click: Rules for Using the Internet" and "Think Before You Click: Internet Predators and Words of Wisdom."	
Review the rules for Internet safety.	Ask the students to review all twelve rules on the handout, "Think Before You Click: Rules for Using the Internet," and note any questions or concerns they might have. Discuss any concerns raised by students.	

Discuss appropriate responses to online threats.

Focus on rule number eight, "Print out any threats you receive or see online and show them to a trusted adult."

What are some reasons for printing out a threatening or bullying message?

Answers:

- It becomes proof of the threat or attempt to bully.
- It may document the time and sender of the message.
- The message may get deleted or lost if you don't print it right away.

Sometimes it is hard to go to a parent, teacher, or other trusted adult with a complaint and the evidence justifying it. If your friends find out, you might be accused of tattling. narcing, or "being a baby."

Why is it important to tell a trusted adult?

Answers:

- Our school believes making threats or bullying statements is wrong and a very serious problem. It demands an adult become involved and discuss the issue with the person making the statements. Adults can only help with the situation if they are made aware of the statements.
- Sometimes the threats or bullying statements are meant to scare the person being picked on. Telling an adult can help reduce that fear for the target of the threat or bullying statement.
- If someone acting like a bully or someone who is making threats is not stopped, he or she will probably continue doing the same thing to other students. Telling an adult about the situation will not only help the person currently being picked on, but also prevent other students from having the same thing happen to them.

Let's look at the other student handout, "Think Before You Click: Internet Predators and Words of Wisdom." Read through this handout and let me know if you need anything clarified.

Respond to any requests for clarification.

Review information about online predators and Internet safety using the student handout, "Think Before You Click: Internet Predators and Words of Wisdom."

